



FAMILY AND PERSONAL PROBLEM OF HIGHER SECONDARY STUDENT

D. SUDHA¹ | Dr. G. PAZHANIVELU²

¹ Research Scholar Department of Education, Tamil University.

² Associate Professor, Tamil University, Thanjavur.

ABSTRACT

Education is the greatest instrument of socializing the individual, of bringing the self into tune with the larger life of society. This paper explore family and personal problems of higher secondary students regarding gender, locality of students and type of school. Normative survey method was adopted for the study. A sample of 100 rural and 200 urban students, 150 students from Government schools and 150 students from private schools was selected using random sampling technique. Youth problem inventory by Km, Sandhya Sharma was used as a tool to collect data which was analysed by Mean, SD and 't' test. Significant difference was found between the personal and family problems of male and female higher secondary students but rural and urban students, government and private school students did not differ significantly. Mean score of (31.30, 29.40) male is greater than mean score of (28.85, 26.40) female in the personal and family problems respectively. Higher secondary students need a protective guidance to develop the desired skills to reduce their personal and family problems. Teachers have to shoulder more responsibilities in reducing their problems and modifying the behavior of students.

KEY WORDS: Personal problems, Family problems and Higher secondary students.

INTRODUCTION:

Higher secondary students are in the Adolescence is the period of transition from childhood to adulthood. This period has flexibility, because of the individual differences. It is often described as the period of storms and stresses. Period of adolescence has been marked by emotional storm and stress. The adolescence becomes self-conscious and shy on account of bodily changes. He attaches great importance to the loyalties to the member of his peer group. His emotional development becomes complex by the experience he gets in his environment. He is emotionally unstable. Participation in group life helps to develop valuable qualities of confidence, leadership, co-operation and perseverance. While most adolescence is anxious to improve their personalities in the hope of advancing their status in the social group, many of the conditions influencing their self-concepts are beyond their control. The most important interest of today's adolescents are recreational interest, social interest, educational interest, religious interest, vocational interest, etc. This paper explore family and personal problems of higher secondary students regarding gender, locality of student and type of school. The review of various studies related to adolescence problems motivated the investigator to study the problems of higher secondary students during adolescence period.

JACKSON, H.L. (2001) attempted to survey adolescence drug addicts and their personality correlates. The tools used were Indian adaptation of bell's adjustment inventory-R. K Choudhary and socio-economic status scale. The results of the study were. Drug addicts were poor in all areas of adjustment except social adjustment, and most of them belonged to nuclear family. It further reveals that they enjoyed in non-creative activities.

LAU-SMITH, J.N. (2001) studied an analytical study of problems of adolescence Rajkot. The sample of the study consisted of 550 high school student and 450 college students. The tool used was problem inventory of Badami the results of the study show except in emotional and moral/religious problems boys always had more problems than girls and in two areas that are physical health and appearance, as well as family and interpersonal relationship. High school pupils had more problem than college students but in economic area reverse was the case.

BELENARDO, S.J. (2001) studied the needs, frustration, in toleration and mental health of adolescent girls reading in certain urban secondary schools. The sample of the study consisted of 804 adolescent girls. The findings of the study show that girls are interested in materialistic and independent needs, frustration in regard to these needs were high and it show there were high positive relationships between materialistic and sexual relationship, independence needs and mental ill-health.

DESLANDES et.al (2002) conducted a study in home adjustment of adolescent students to assess that effect of family climate on home adjustment of adolescents from the tools of family climate scale and social economic status. The study reveals that home adjustment of the students having highly satisfactory family climate is far superior t highly dissatisfactory family climate. And it further reveals that sex is an important determination of one's home adjustment.

MORRISON, E.F. et.al (2003) made a study on interpersonal conflict and family cohesion as predictor of loneliness, social anxiety and social avoidance in late adolescence. Lau & Kong stated that if unresolved adolescent feelings of loneliness can become an obstacle in the formation of social; relationships through the development of anxiety and social avoidance. The sample consisted of 124 adolescents in the age range of 17 to 21 years. The current study revealed that inter-parental conflicts were associated with feeling of loneliness to both male and female adolescence it further reveal the low family cohesion further strengthen the loneliness of female but not male adolescence.

RESEARCH OBJECTIVES:

1. To find out the significant difference between the personal and family problems of male and female higher secondary students.
2. To find out the significant difference between the personal and family problems of rural and urban higher secondary students.
3. To find out the significant difference between the personal and family problems of higher secondary students with regard to Private and Government School.

RESEARCH HYPOTHESES:

1. There is no significant difference between the personal and family problems of male and female higher secondary students.
2. There is no significant difference between the personal and family problems of rural and urban higher secondary students.
3. There is no significant difference between the personal and family problems of higher secondary students with regard to Private and Government School.

Research Method: Normative survey method was adopted for the study.

Sample of the Study: The sample for the study was drawn from 12 schools in the urban and rural areas of Thiruvaiyaru block in Thanjavur district considering the accessibility, availability of the required sample, and co-operation ensured by the principal, teachers and students of the schools. A sample consisting 100 rural and 200 urban students, 150 students from Government schools and 150 students from private schools was selected using random sampling technique.

Tool Used for the Study: Youth problem inventory by Km, Sandhya Sharma consisted yes or no type items was used for this study. In this tool first and second part related to personal and family problems each consists of 20 items were used to study the personal and family problems of XII standard higher secondary students at the age of 17 and above.

Statistical Techniques Used for Data Analysis: Mean, SD and 't' test were used.

Testing of Hypothesis: 1**Table no.1: Personal and family problems of male and female higher secondary students**

Problems	Male			Female			't' Value	Significant level (0.05)
	N	Mean	SD	N	Mean	SD		
Personal Problems	150	31.30	2.69	150	28.85	3.22	7.04	S
Family problems	150	29.40	4.94	150	26.40	4.44	7.57	S
Total Problems	150	114.37	8.00	150	106.95	8.72	2.34	S

S – Significant at 0.05 level

The calculated 't' value is greater than table value at 0.05 level. So null hypothesis is rejected and concluded that there is a significant difference between the personal and family problems of male and female higher secondary students. Mean score of (31.30, 29.40) male is greater than mean score of (28.85, 26.40) female in the personal and family problems respectively.

Testing of Hypothesis: 2**Table no.2: Personal and family problems of rural and urban higher secondary students**

Problems	Urban			Rural			't' Value	Significant level (0.05)
	N	Mean	SD	N	Mean	SD		
Personal Problems	200	29.84	3.42	100	30.55	2.69	0.073	N.S
Family problems	200	27.62	4.88	100	28.44	4.98	0.177	N.S
Total Problems	200	110.40	9.28	100	111.16	8.86	0.501	N.S

NS – Not-significant at 0.05 level.

The calculated 't' value is lesser than the table value at 0.05 level. So null hypothesis is accepted and concluded that there is no significant difference between the personal and family problems of rural and urban higher secondary students.

Testing of Hypothesis: 3

Table no.3: Personal and family problems of government and private higher secondary school students

Problems	Government			Private			't' Value	Significant level (0.05)
	N	Mean	SD	N	Mean	SD		
Personal Problems	150	30.36	2.97	150	29.79	3.41	0.122	N.S
Family problems	150	27.44	4.80	150	28.34	5.01	0.113	N.S
Total Problems	150	110.34	9.13	150	110.96	9.17	0.557	N.S

NS – Not-significant at 0.05 level

The calculated 't' value is lesser than the table value at 0.05 level. So null hypothesis is accepted and concluded that there is no significant difference between the personal and family problems of government and private higher secondary school students

FINDINGS OF THE STUDY:

- Significant difference was found between the personal and family problems of male and female higher secondary students but rural and urban students, government and private school students did not differ significantly.
- Mean score of (31.30, 29.40) male was greater than mean score of (28.85, 26.40) female in the personal and family problems respectively.

CONCLUSION:

On the basis of the above findings of the study, certain conclusion are drawn. Parents should take care about the adolescent problems caused by the family environment. So school administrator should arrange counselling and awareness programmes for parents and also provide a better environment to develop all the positive attributes among teachers and students. Higher secondary students need a protective guidance to develop the desired skills to reduce their personal and family problems. Teachers have to shoulder more responsibilities in reducing their problems and modifying the behavior of students. Hence it is recommended that school programmes should ensure maximum utilization of teachers' commitment on the formation of characters of the students to become a fruitful citizen for the welfare of society.

REFERENCES:

- Abiding S. A., The Role of Schools in character formation, National council of Educational Research And Training, New Delhi, 1970.
- Belenardo, S. J. (2001). The relationship between the attributes of middle school programs to involve families and the strength of the sense of community that prevails. Dissertation Abstracts International, 61, 2653A.
- Deslandes, R., & Cloutier, R. (2002). Adolescents' perception of parental involvement in schooling. School Psychology International, 23, 220–232.
- Guilford, J.P., Personality, N.Y., Mc Graw Hill 1959. Haviland, Scarborough, Adolescent Development in Contemporary Society, D. Van Nostrand Company, Network, 1981 pg 70–83.
- Jackson, H. L. (2001). A case study examining the impact of a school, family, and community partnership program on the knowledge, attitudes, and practices of students, teachers and staff, and family members in a low-income urban public high school. Dissertation Abstracts International, 61, 3068A.
- Lau-Smith, J. N. (2001). Examining family-school partnerships: A case study of parents' perceptions of parental involvement in a Hawaiian language immersion middle school. Dissertation Abstracts International, 62, 520A.
- Maharaj RG, Alli F, Cumberbatch K, Laloo P, Mohammed S, Ramesar A et al. (2008) Depression among Adolescents, Aged 13–19 Years, Attending Secondary Schools in Trinidad Prevalence and Associated Factors. West Indian Med J.2008; 57:352-9. 15.
- Morrison, E. F., Rimm-Kauffman, S., & Pianta, R. C. (2003). A longitudinal study of mother-child interactions at school entry and social and academic outcomes in middle school. Journal of School Psychology, 41(3), 185–200.